DOCUMENT RESUME

ED 443 261 EC 307 957

TITLE	Transition Planning & Anticipated Services in the Individualized Education Program (IEP) Process: An Informational Guide for Students, Families, Professionals. [Revised].
INSTITUTION	Maryland State Dept. of Education, Baltimore. Maryland Transition Initiative.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	1999-08-18
NOTE	21p.; Produced in collaboration with the State Interagency Plan for Transitioning Youth Taskforce.
CONTRACT	H158A50005
AVAILABLE FROM	Division of Special Education/Early Intervention Services, Maryland State Dept. of Education, 200 West Baltimore St., Baltimore, MD 21201; Tel: 410-767-0242; Fax: 410-333-8165.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Case Studies; *Disabilities; Education Work Relationship; Eligibility; *Family Involvement; Family School Relationship; Federal Legislation; *Graduation Requirements; *Individualized Education Programs; Postsecondary Education; Rehabilitation Programs; Secondary Education; Self Advocacy; Services; *Transitional Programs
IDENTIFIERS	Individualized Transition Plans; Individuals with Disabilities Educ Act Amend 1997; *Maryland

ABSTRACT

This booklet, on the transition of Maryland students with disabilities to life after high school, is designed to build informal partnerships for the transition planning process. It provides details about: (1) the goals and components of transition planning; (2) the participants in transition planning; (3) the timing for formal transition planning; (4) requirements in the transition section for the Individualized Education Program; (5) the questions addressed during transition planning; (6) the difference between entitlement and eligibility systems; (7) the requirements for a Maryland High School Diploma and Certificate; (8) anticipated services following high school in Maryland; (9) why anticipated services data is collected; (10) the coding system for collecting data about anticipated services in Maryland; (11) the roles and services provided by the Maryland Division of Rehabilitation Services, the Developmental Disabilities Administration, and the Mental Hygiene Administration; (12) documentation the student needs for post-secondary settings; (13) activities schools can offer to involve families in transition planning; (14) what families can do to prepare for discussions about transition and anticipated services; (15) assisting students to develop self-advocacy skills; and (16) transition resources. Case studies are used to illustrates transition needs of students and to encourage problem solving. (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 443 261

Transition Planning & Anticipated Services

in the Individualized Education Program (IEP) Process

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

An informational guide for

students

families

professionals

MARYLAND TRANSITION INITIATIVE
MTI
World Class Education That Works

Maryland State Department of
EDUCATION

EC 307957

BEST COPY AVAILABLE

How will you get there if you don't know where you're going?

Transition is the passage from one stage of development to another. We all face transitions throughout our life. Here, transition refers to preparing the student with disabilities for the passage from high school into the adult world. All students, of course, will not have the same goals or dreams for adult life. Possible outcomes might be post secondary education, full or part time employment (including supported employment), living in a home independently or with assistance, having satisfactory personal and social relationships, and/or becoming involved in the community.

The Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97) states that the purpose of the legislation is "to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living." The student, parents, educators and community service providers must work together to support the student to plan for and reach these adult goals.

What is the goal of transition planning?

The goal of transition planning is...

to assist students with disabilities as they prepare to leave school and move to:

- post-secondary education
- vocational training
- integrated employment (including supported employment)
- continuing and adult education
- adult services
- independent living
- community participation

Contents

This booklet is designed to build informed partnerships for the transition planning process. It provides details about:

	page
• the goals and components of transition planning	1
• the participants in transition planning	2
• the timing for formal transition planning	3
• the questions addressed during transition planning	4
• the difference between entitlement and eligibility systems	4
• the requirements for a Maryland High School Diploma and Certificate	5
• anticipated services following high school in Maryland	6
• the coding system for collecting data about anticipated services in Maryland	8
• involving families and students in transition planning	13
• assisting students to develop self advocacy skills	15
• transition resources	16

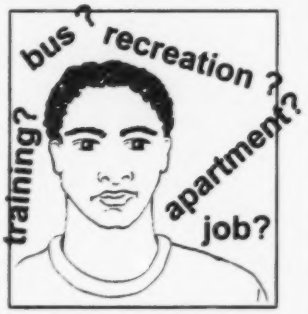
Transition planning involves the participation of...

- students
- parents / guardians
- teachers (general and special education) / transition service coordinators
- related services personnel (speech, physical or occupational therapist, nurse, mobility instructor, social worker, parent trainer)
- counselors
- administrators
- adult service providers
- employers
- additional personal or professional support networks
- post secondary personnel

Transition planning includes...

- helping students to identify their interests, preferences and needs.
- identifying possible post-school outcomes for each student (such as career direction, further education or training, independent living, community access, leisure and recreation skills, needed support services).
- developing a coordinated set of activities that will help each student reach these outcomes.
- preparing the student and parent to assume responsibility for accessing services and requesting needed accommodations in the community (called self-advocacy).
- linking students and parents with opportunities and experiences in the employment/business community.
- linking students and parents with further education and training options.
- linking students and parents with adult support service providers.

Case Study #1 Ever since elementary school, Joe has been asked, "What do you want to be when you grow up?" This may be a difficult question for any adolescent; however, for youth with disabilities, the answer may be complicated by factors related to their disability. Pieces of the answer may come from many people who know Joe from differing perspectives. Ultimately, the question must be answered by Joe. He needs to develop the skills to advocate for himself: to discuss his preferences, talents and skills, to describe the career preparation and work-based experiences he has participated in, and to explain his disability and the accommodations he has been provided in high school when necessary. He needs to know the laws which pertain to his civil rights and possible eligibility for adult services as an adult. School, family, and communities form partnerships to support Joe because all parties benefit when Joe makes a successful transition to adult life: Joe, his family, the school, his future employer, and the community. The first step in transition planning will be to support Joe as he determines his postschool outcomes. What might the IEP team do?



*The case studies used here are not actual students and do not represent all the range of differences between adolescents with disabilities. They are provided for illustrative and training purposes. Possible responses to case studies are found on page 17.

4 BEST COPY AVAILABLE

When does transition planning occur?

Transition planning for a student's future begins in elementary school during the career awareness and exploration activities in which all students participate. During the middle and high school years, in addition to academic course work, students are involved in career development activities such as career interest assessments, work based learning experiences, and career completer courses as part of high school graduation requirements. Families can be very influential in students' career choices and should take time to discuss future options with students and teachers.

Formal transition planning begins during the calendar year in which the student turns age 14. The school based Individualized Education Program (IEP) team, including the student and parents, will develop a transition plan that identifies the student's transition goals and service needs. At age 14, the transition plan should focus on determining a course of study provided by the school system. A course of study includes the instructional and educational experiences to prepare the student for the transition from secondary education to post secondary life. At age 16, the transition plan is expanded to include a coordinated set of activities and linkages in the community as well as the school. Annually thereafter, the student's IEP team will review and revise his or her needed transition services as well as the anticipated services needed after leaving school.

What is required in the transition section of the Individualized Education Program (IEP)?

The following components must be considered in identifying the student's transition needs:

- instruction
- related services
- community experiences
- the development of employment and post-school adult living objectives
- functional vocational evaluation, if appropriate
- acquisition of daily living skills, if appropriate

Case Study #2 Kesha is a 13-year-old seventh grade student who will turn 14 in October. Since her school usually completes career interest assessments through the social studies and guidance departments in the eighth grade, she hasn't thought much about her career interests or talents. She has received services for her visual impairment and accommodations such as enlarged print, copies of board work and overheads. Her IEP team will be developing a transition plan to help her determine her transition goals and outcomes. In addition, they will identify her projected exit date, category of exit, and her anticipated outcomes based on their limited knowledge at this point. Each year, this information will be reviewed and modified so Kesha will be given every opportunity to achieve her transition outcomes. How can the IEP team prepare Kesha and her parents for active involvement in discussions about transition planning?

BEST COPY AVAILABLE

What happens during transition planning?

The school IEP team, which includes the student and parents, will discuss the transition plan at least annually beginning no later than the year the student becomes 14 years of age. Different questions may need to be considered as the student progresses through their educational program.The team will also need to consider the most appropriate ways to gather the information needed to address these questions. Rarely will all questions be addressed in a given year. These are typical questions addressed by the IEP team:

- What activities and services are needed to assist the student to develop self-determination skills?
- What are the student's strengths, needs, interests, and preferences for life after school?
- What are the student's future hopes, goals, and dreams for independence after leaving high school?
- What activities and services are needed to prepare the student to reach those goals while in school and after leaving school?
- How is the student progressing towards those goals?
- Will the student need "travel training" or transportation as part of the IEP?
- What information and skills will the parents need to be able to support the student's transition plan?
- When is the student projected to exit from school? In what category?
- What anticipated services will the student need after exit?
- When are linkages made to further education, training and adult service providers?
- What other agencies or entities need to be included in the student's transition plan? When are these linkages made?
- What types of programs and services do agencies offer?
- What supports in the community are available and who are the contact persons?
- Are parents and students aware of the difference between entitlement and eligibility systems?
- What assessments will the student need to document eligibility for adult services? When should they be completed?
- Are parents and students aware of the supports, eligibility process and benefits of Supplemental Security Income (SSI)?

What is the difference between entitlement and eligibility systems?

Transition is the process of moving from entitlement services to eligibility services. The difference between the entitlements of public education and the eligibility criteria of adult services can be confusing. In Maryland, a student with a disability who is receiving special education services is entitled to educational services until the student has reached age 21 or has met the requirements for a high school diploma. Once a student exits the school system, he/she must meet eligibility criteria and funding availability to receive services from adult service agencies. Each agency will have distinct eligibility criteria. The IEP team needs to consider which agencies/entities should be involved in transition planning early on so that linkages are in place before the student reaches the final year of schooling. In any event, referrals to the adult agencies will be made no later than the spring prior to exit. Families who are involved in transition planning early will have more time to create opportunities for their young adults to achieve their goals.

MARYLAND HIGH SCHOOL DIPLOMA

To earn a Maryland High School Diploma the student must:

- meet the credit requirements for English, mathematics, science, social studies, fine arts, physical education, health, technology education
- satisfy requirement in
  - foreign language or
  - advanced technology or
  - career and technology program
- complete the service learning requirement
- pass the required State tests

MARYLAND HIGH SCHOOL CERTIFICATE

The Maryland High School Certificate is awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet one of the following standards:

- The student is enrolled in an education program for at least four years beyond grade eight or its age equivalent; and is determined by an IEP team, with the agreement of the parents and the student, to have developed appropriate skills to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life. World of work shall include but not be limited to gainful employment, extended employment, community rehabilitation programs, and supported employment.
- The student has been enrolled in an education program for four years beyond grade eight or its age equivalent and has reached age 21.

What happens at graduation?

Parents must be given written notice that graduating with a high school diploma or a high school certificate at age 21 is a change in special education placement and an end to the entitlements of special education services. Schools must make reasonable efforts to ensure that parents understand, and are able to participate in, any group discussions about this placement decision. At this time, many schools confirm that the student and parents have information about eligibility and documentation needed to apply for adult services. Special education services end when the student has been awarded a high school diploma.

What are anticipated services?

In April 1998, a new Maryland law was passed that affects any student receiving special education and related services. Beginning the calendar year the student turns 14, the transition discussion will include exit information and anticipated service needs at the start of the formal transition planning. As the student is engaged in the activities of the transition plan, the team will learn more about the student's future needs and the plan may need to be revised. Annually, the school team will address and report to the state the answers to the following questions:

1. What month, day, and year (called the projected exit date) is this student expected to exit from public education?
2. What is the projected exit category for this student?
   a. exiting with a Maryland High School Diploma
   b. exiting with a Maryland High School Certificate at age 21
   c. exiting with a Maryland High School Certificate prior to age 21
3. What anticipated transition services will this student need <u>during the first year after exit?</u> (The coding system for reporting anticipated services is provided on pages 8-11)

<u>Case Study #3</u> Rose, 18, was an honor student, taking courses in the health related career cluster and planning to go on to college. In the summer preceding her senior year, she sustained a spinal cord and closed head injury in an auto accident. She spent what would have been her twelfth grade year in rehabilitation facilities, adjusting to the use of a wheel chair and re-learning language related skills (speech, reading and writing). Her math ability was only slightly affected. She now has a medical release to return to school, and the school team has documented her eligibility for special education services. The school IEP team will discuss Rose's post-school outcomes and develop a transition plan which will provide her opportunities to prepare for her desired outcomes. They will agree on her projected exit date and category. Most importantly, they will identify the anticipated services Rose may need after exit so that her family can begin preliminary contact with adult service providers who can then begin to plan ahead. What might the IEP team determine to be Rose's post-school outcomes? projected exit date and category?

BEST COPY AVAILABLE

Why are anticipated services data collected?

After each local school system collects the information about the anticipated services and projected exit date and category, the data will be sent to the State Department of Education in a format that protects the confidentiality of the individual student and parents. This information will then be used by adult service provider agencies to plan for the anticipated needs of students who will be exiting the local school systems.

After compiling the data, the Maryland State Department of Education will transmit the information to these other state level agencies:

- Developmental Disabilities Administration (DDA), Department of Health and Mental Hygiene
- Mental Hygiene Administration (MHA), Department of Health and Mental Hygiene
- Division of Rehabilitation Services DORS, Maryland State Department of Education
- Other state agencies which are responsible for providing support services and resources for adults with disabilities

These state agencies will use this data to plan for the future service needs of students projected to exit in one, two, three or more years in each region of the State. They will share the information with the adult service agencies at the community level for future planning purposes. The agencies will be provided the information about the needs of groups of prospective clients well before the students leave the school systems. This will be as helpful to the adult service providers as it is to the students and families.

Case Study #4 Arthur, 20, who is deaf, attends a nonpublic school. At the IEP team meeting, both he and his parents state that he has no interest in academics and does not wish to attend college. He has had several jobs with appropriate accommodations on campus, but he does not wish to pursue any of them for future employment. The team will need to work with Arthur and his parents to determine Arthur's future direction and linkages to support him after he leaves school next year. Representatives from DORS and other adult service providers will be invited to the team meeting. What anticipated services will his IEP team identify to provide support for his transition to employment and adult life?

BEST COPY AVAILABLE

What coding system is being used to collect data about anticipated services after high school?

The following coding system will be used to facilitate gathering information about anticipated services in the State. This list of services does not represent all the supports offered by adult providers. It has been developed as a framework to begin discussions about what services adult providers offer and to structure the data collection for advanced planning.

General Services

A1. no services needed.
A2. public income maintenance: Supplemental Security Income (SSI), Social Security Disability Income (SSDI), welfare, Medicaid, public health insurance, etc.
A3. transportation:specialized transportation including paratransit.

Case Study #5 Tyrone, 16, receives speech and language services. He and his parents are pleased with his therapist's report of excellent progress towards his IEP goals. He will probably be dismissed from services at the end of the school year. He is progressing well academically and in his career related courses, and expects an internship during his senior year. His IEP team will discuss anticipated services, but may say that Tyrone will not need services after high school to achieve his transition goals. What might Tyrone's IEP team report for his anticipated services?

Case Study #6 Diane, 14, has always known that she wanted to be a scientist. She avidly watches scientific television documentaries and participates eagerly in science lab activities. Because of her learning disability, her reading skills are below average, but she has used accommodations such as books on tape, a notetaker, and extended time on tests. In addition, she is continuing to strengthen her academic skills so that she can pursue her dream of college. What might Diane's IEP team include in her coordinated set of activities? her projected exit date and category? anticipated services?

Institutions which offer adult, career, and higher education programs can plan ahead if they know how many students will need the following services in the first year following exit:

Further Education / Training

B1. continuing and adult education: including Adult Basic Education (ABE), General Education Development (GED), adult high school diploma and adult compensatory education.
B2. higher education support services: notetakers, educational technology, modified testing time, mentoring and guidance, study skills and self-advocacy training.
B3. career school support services: support services in programs such as career schools, Job Training Partnership Act programs, Job Corps.

BEST COPY AVAILABLE

Division of Rehabilitation Services (DORS)
Maryland State Department of Education

According to Maryland policy, students are referred to DORS during the spring prior to exit so their eligibility can be determined and the Individual Plan for Employment (IPE) can be developed before the student exits. Students with significant disabilities are generally presumed eligible for vocational rehabilitation services. Service provision is based upon funding availability.

Case Study #7 Anna, 16, has cerebral palsy. Throughout school, she has been preparing for college in her school courses, but wonders how her disability will impact her future career choices. What technology is there to help her complete writing tasks during her course work and in her future job? What career should she prepare for? In addition to the activities in her transition plan, her IEP team will consider what anticipated services will support her. What might Anna's IEP team include in her coordinated set of activities? her projected exit date and category? anticipated services?

DORS leaders and agencies can plan ahead if they know how many students will need the following services in the first year following exit:

C1. assessment and evaluation: determines eligibility for services, types of services and vocational options. The process may include counselor observations, review of existing school, psychological, functional and vocational information, use of assistive technology devices and worksite assessments.

C2. vocational rehabilitation counseling and guidance: assists the individual with focusing on and identifying employment outcomes, taking into consideration the needs and individual choices of the individual with a disability.

C3. job search, placement assistance and follow up services: provides job seeking skills, referral for specific jobs, job coaching, and coordination with other placement agencies for competitive employment placements (including supported employment) and the provision of post-employment services. Supported employment services are designed for students who require supports for the rest of their work lives and are coordinated with the Mental Hygiene Administration and /or the Developmental Disabilities Administration.

C4. medical rehabilitation: includes assistive devices, physical, occupational, speech or hearing therapy, psychological services, and other medically related services.

C5. vocational and other training services: coordination and provision of higher education, career and technology education training needs (including applications for financial aid and need for college support services); training such as personal and vocational adjustment training needed to improve attitudes toward work, adjustment to recently acquired disability, and to strengthen work habits.

C6. rehabilitation technology services: application of assistive technologies and rehabilitation engineering to reduce barriers posed by functional limitations in communication, vision, motor, and/or cognitive skills. These services may include architectural, vehicle, communication and computer modifications.

C7. support services: services individually designed to assist the individual to complete his or her rehabilitation program. These services may include resources for transportation expenses, maintenance expenses, personal assistance and services to family members.

Developmental Disabilities Administration (DDA)
Maryland Department of Health and Mental Hygiene

There are two levels of eligibility for DDA services: Developmental Disability (DD) or Individuals eligible for Support Services (ISS). Eligibility determination is based on a number of factors. Decisions regarding placements are based on eligibility, priority, availability of needed service, availability of funding, and agency's acceptance of the individual's application and individual choice.

Case Study #8 Evan, 16, is an outgoing young man diagnosed with Down Syndrome at birth. He enjoys conversations with adults about baseball and fishing, which he does frequently with his retired and widowed father. Sometimes socializing takes him off task, especially, during classroom seat work and during his work experience (in the cafeteria on Thursdays); however, he brings his focus back when reminded. At his annual review, his IEP team will reconsider his transition goals and the activities in his plan. Then, they will examine the list of services available through DDA approved agencies, as well as those offered by other agencies. What might Evan's IEP team report for his projected exit date and category? anticipated services?

DDA leaders and agencies can plan ahead if they know how many students will need the following services in the first year following year exit:

D1. day habilitation: includes individuals participating in structured activities designed to increase or maintain motor skills; communication skills; personal hygiene; leisure abilities; and community integration. Services need to be available 6 hours per day (not including commuting time), 5 days a week, and 220 days per year.

D2. community residential services: community residential models are designed to give preference to small and individualized settings. The Administration respects personal choice regarding decisions about where and with whom individuals with developmental disabilities may live. Current community residential service models include: alternative living units (ALU); group homes; and individual family care homes (IFC).

D3. supported employment: individuals seeking to obtain and maintain work in the community are free to choose preferred types of work. Supported employment includes individuals working in community businesses for pay with licensee funded supports or any work program that includes training necessary for the individual to achieve the desired outcomes established in the Individual Plan. Note: initial job coaching may be funded by DORS.

D4. family and individual support services: array of services to individuals and their families residing in the community.

D5. behavior/support services: designed to assist individuals who exhibit challenging behaviors in acquiring skills, gaining social acceptance, and becoming full participants in the community. Services include: behavioral consultation; temporary augmentation of staff; training and respite services.

D6. community supported living arrangements (CSLA): services to assist an individual in nonvocational activities to enable the individual to live in his/her own home, apartment, family home, or rental unit with no more than 2 other non-related CSLA clients, including personal assistance services, supports for community participation and self determination, 24 hr. emergency assistance, assistive technology, resource coordination, environmental modifications, respite services. (Note: do not include both D2 and D6.)

BEST COPY AVAILABLE

Mental Hygiene Administration (MHA)
Maryland Department of Health and Mental Hygiene

The MHA provides services through the Public Mental Health System. Individuals and families must:

1) meet financial eligibility criteria
2) have one of the MHA eligible diagnoses, and
3) meet medical necessity criteria

Case Study #9 Steve, 14, has been placed in a nonpublic special education facility because his diagnosed emotional disturbance led to lack of achievement in the comprehensive high school. He has been diagnosed with depression and anxiety disorder. He is fearful of rejection and being victimized by peers. He has above average intelligence and is interested in pursuing a career in computer graphic programming, but has always hated school. Within the structure and support of this nonpublic placement, he is able to learn and perform academic tasks successfully. In addition, he has begun to develop appropriate social skills through the counseling sessions. His IEP team will examine the list of services available through the Public Mental Health System as well as those offered by other agencies. What might Steve's IEP team report for his projected exit date and category? anticipated services?

MHA Core Service Agencies and providers can plan ahead if they know how many students will need the following services in the first year following exit:

E1. mental health evaluation and treatment: provided in wide variety of settings by approved providers such as individual practitioners, group practices, outpatient mental health centers, mobile treatment, partial hospitalization, psychiatric hospitalization and other specialized services. Diverse treatments include medication management and family, group and individual therapy.

E2. psychiatric rehabilitation programs: rehabilitation and support to develop and enhance community and independent living skills provided in variety of settings.

E3. residential rehabilitation programs: residential services for individuals with mental illness; rehabilitation services provided in the residence.

E4. supported employment: vocational assessment, referral and vocational counseling, competitive employment with intensive job coaching, and extended support and counseling. Note: initial job coaching may be funded by DORS.

E5. respite care: temporary alternative living situation to provide temporary relief to care giver from the responsibility of care and support.

What documentation will the student need for post-secondary settings?

For each student who receives special education services, the IEP team must conduct a re-evaluation every three years to certify that the student is still eligible for these services. The team will review information provided by the parents and teachers, as well as the student's academic performance and standardized tests. Additional assessment (testing and observations) may be done if the team decides that it is needed or at the request of the parent. According to the IDEA '97 regulations, schools are not required to re-assess students receiving special education services as they prepare to graduate from high school. However, there are some circumstances in which updated documentation of the student's disability is needed to establish eligibility for adult services and accommodations in post secondary education and training. Some students plan to attend college or a career school right after high school, but teams should be aware that eventually (according to today's employers) all adults will need some type of further training and education beyond high school.

To assist the student to make a more successful transition to post-secondary settings, the IEP team will want to consider the following questions for each student:

- Do previous assessments provide a clear, current picture of the student's individual disability? Has the IEP team developed a list of recommended modifications and accommodations for this student for both instructional and work environments?
- If current information is needed to establish eligibility and to obtain post-secondary services, what options are available to conduct updated assessments (i.e., school system, DORS, college, private testing)? Which options would be most appropriate and provide the most valid information for the post-secondary setting?
- Based on previous or new assessments and the implementation of the student's IEP, can the team write a Summary Exit Document that contains information about the student's specific disability, how it impacts the learning processes, the types of instructional modifications and accommodations that were successful in the high school environment and may prove to be successful in adult settings?
- What will this Summary Exit Document need to meet the adult service providers' requirements (i.e., signature of psychologist? signature of special educator? instructional modifications? accommodations?)

modifications: changes the teacher makes to the content, method, and materials to allow the student access to the curriculum (i.e. reduced writing, graphic organizers, extended time, breaking subject matter into small parts)

accommodations: changes to the circumstances to allow the student to access the general curriculum (i.e., scheduling, setting, equipment/ technology, presentation , or response)

evaluation: the IEP team process of reviewing student progress, strengths and needs, and need for additional information or assessment

assessment: the process of collecting data to be used by the IEP team

What can schools do to build partnerships with families during the transition years?

Research has shown that when families and schools work together as partners, students become more successful in school and afterwards as adults. Therefore, it is to everyone's advantage for schools to reach out to families. Successful transition is only accomplished when there is an effective partnership built between the parent, student and community.

The National PTA's National Standards for Parent/Family Involvement Programs (1997) recommends six ways for schools to involve families in education:

Standard I: Communicating — Communication between home and school is regular, two-way, and meaningful

Standard II: Parenting — Parenting skills are promoted and supported

Standard III: Student Learning — Parents play an integral role in assisting student learning

Standard IV: Volunteering — Parents are welcome in the school, and their support and assistance are sought

Standard V: School Decision Making and Advocacy — Parents are full partners in the decisions that affect children and families

Standard VI: Collaborating with Community — Community resources are used to strengthen schools, families, and student learning

Schools that include all six standards in their activities are more likely to build partnerships with families that increase student success regardless of the family and community circumstances.

The school team can offer activities such as the following to families of students with disabilities who are preparing for transition to adulthood:

- **transition fair:** a gathering of representatives from community adult services (colleges, support groups, agencies, etc.) Parents and students are given advanced notice and suggested questions to ask so that they can link with appropriate resources
- **The Next Steps Series:** a series of workshops on transition issues offered by the local Partners for Success Centers to parents and educators
- **case manager:** a school professional who serves as one point of contact for the family in providing information, guidance, and referral to high school and adult transition services
- **parent advisory:** involving parents a) on the Special Education Advisory Board b) on focus groups for program development and improvement c) for satisfaction survey responses
- **parent/ teachers:** continuing the parents' role as the first teachers for the student, include them in home assignments, career exploration, and transition goal / skill development

What can families do to prepare for discussions about transition and anticipated services?

Families can get ready to discuss transition ard services that their son/daughter may need by engaging in activities such as the following.

- familiarize themselves with the terms, questions and procedures
- work with the school to develop self-determination skills in their son or daughter
- investigate programs and services available through their local school system and their community adult service organizations
- discuss the student's strengths, talents, career interests and preferences with school professionals and other significant adults in the student's life
- maintain a transition home file
- foster and support the student's dreams for the future
- encourage and assist the student to express views at the transition planning meeting

> In all transition planning, the student's interests and preferences and the parents' perspective will be key considerations in the team discussion. Each year at the annual review, the team will discuss and revise the IEP and the transition plan, the projected exit date and category, and the anticipated services.

What should be collected in the transition home file?

A few years after a student exits from school, the school shreds the school files to protect his/her confidentiality. The student and parents should maintain a transition home file to be used to document eligibility for services from adult service providers and to provide information about the student's experiences, skills, accommodations and career preferences. This folder might include such documents as:

- most recent IEP with the transition component
- copies of applications to agencies
- basic identification information (address, social security number, etc.)
- financial information (to establish benefits and financial eligibility for scholarships, SSI, Medicaid)
- transition contact log (record of contacts, phone numbers, commitments, etc.)
- transition letter of intent (memo to future caregivers)
- personal preference (early survey records of student's interests)
- medical information
- copies of all assessments and evaluations
- employment history (both paid and volunteer)
- resume
- letters of reference

The Partners for Success Centers offer assistance in developing a transition home file in addition to providing direct parent training through "Next Steps: The Transition Series."

How can schools and families work as partners to build self advocacy skills in transitioning students?

Persons who are self-advocates know their strengths and needs. They assertively ask questions and seek assistance appropriately without appearing to be too demanding or helpless. When students exit from high school by earning a diploma, certificate, or by dropping out, the Individuals with Disabilities Education Act (IDEA) will no longer protect their rights. The transition planning process is an opportunity for students to begin learning how to express their preferences, concerns, and conclusions about school and adult options. They can ask questions and express their thoughts and ideas as a way of developing and practicing self-advocacy skills.

Four ways in which students can exercise self-advocacy skills are: (with selected examples)

- **Know your basic human rights**
  (Bill of Rights, IDEA, Americans with Disabilities Act, Rehabilitation Act, etc.)
  - A student prepares to express preferences and interests to the IEP team as it considers the student's post school plans, anticipated service needs, and annual goals.
  - A student who has been notified that he meets eligibility requirements for DORS services keeps an appointment to discuss his individualized plan for employment (IPE) during his senior year.
  - Citizens with disabilities take the time to determine candidates' views on various issues, vote and encourage others to vote.
- **Know how to stand up for your rights**
  - A student explains her learning disability to a substitute teacher so that the teacher will understand why the student needs to use a tape recorder.
  - A person with disabilities serves as a board member of a local community or recreation organization.
  - A group of students with disabilities join committees to plan the school's senior year activities.
- **Take responsibility for your life**
  - A young woman communicates her preference for having a certain roommate in her college dormitory or group home.
  - A boy chooses his own meal at a restaurant.
  - A young adult with disabilities applies for a job at a local museum. and gets it.
  - A teenager with disabilities takes responsibility for calling in sick for an appointment.
- **Ask for help or support appropriately**
  - A student tells of his desire to learn how to ride public transportation at his IEP meeting.
  - A student with disabilities contacts the student support services office at her college to discover the best way to gain the accommodations she will need in her classes.
  - Students meet with members of an adult advocacy, church, community or recreation organization to develop a network of support.

Adapted from: Parent Education Advocacy Training Center (1997). Next Steps: the Transition Series, Virginia.

Schools and families can increase self-advocacy skills through methods such as the following:

- Student Centered Planning: an approach to transition planning beginning at age 14 (or earlier) in which the student's interests and preferences are central. Activities may include a family questionnaire, mapping of interests, talents, dreams, academic and career related skills and experiences, and student career exploration findings.
- Student Led IEPs: students are encouraged and prepared to lead parts or all of their IEP planning meetings, including introduction of participants, review of their current progress, and discussion of 1) goals and objectives, 2) need for additional assessments, 3) transition coordinated set of activities.

17 BEST COPY AVAILABLE

What transition resources are available ?

Transition Coordinators

Each local school system has designated a lead transition coordinator who is responsible for providing information about local transition practices and services. For the lead transition coordinator in your school system, contact 410-767-0242 or the MSDE Web Site: www.msde.state.md.us

Partners for Success: Resource Centers for Families and Schools
(formerly Parent Information & Training Centers - PITC)

Each local school system has a center staffed by a parent and an educator, who assist families, students, and educators by providing support, information, and resources on disabilities and community services; by assisting families to resolve concerns and make informed decisions regarding their student's education; and by increasing parent involvement and collaborative partnerships between families and professionals. Call 1-800-535-0182 for your local center.

Parents' Place

A statewide, federally funded, parent-directed, and family-centered parent information and training center serving families of people with disabilities. For more information, call 410-859-5300.

DORS Regional Offices

Region 1 - Western Maryland (Allegany, Carroll, Frederick, Garrett, Montgomery, Washington Counties)
Hagerstown 301-791-4764 TDD 301-791-4764
Region 2 - Southern Maryland (Anne Arundel, Calvert, Charles, Prince George's, St. Mary's Counties)
Annapolis 410-974-7604 TDD 301-974-7742
Region 3 - Baltimore City 410-333-6119 TDD 410-333-6128
Region 4 - Eastern Shore (Caroline, Cecil, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico, Worcester Counties)
Salisbury 410-543-6909 TDD 410-546-9171
Region 5 - Central Maryland (Baltimore, Harford, Howard Counties)
Towson 410-321-2395 TTY 410-321-4035

DDA Regional Offices

Central Maryland - (Anne Arundel, Baltimore City/County, Carroll, Harford, Howard Counties) 410-902-4500
Southern Maryland - (Calvert, Charles, Montgomery, Prince George's, St. Mary's Counties) 301-362-5100
Eastern Shore - (Caroline, Cecil, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Worcester, Wicomico Counties) 410-334-6920
Western Maryland - (Allegany, Frederick, Garrett, Washington Counties) 301-791-4670

Public Mental Health System - *for information on referrals and eligibility, contact Mental Health Partners 1-800-888-1965*

Possible responses to the case studies: (but every case is different!)

Case #1: Joe's IEP team might have recommended that he take a career exploration course and work with his family to complete the future dreams questionnaire by the next IEP team meeting. Joe will also need self-advocacy training.

Case #2: Kesha's IEP team may recommend that her parents attend the Next Steps Trainings (see p. 14) and her case manager may include her in a peer orientation to the transition process.

Case #3: Rose's IEP team may determine that her post school outcomes will ultimately be competitive employment in a health related career following DORS services and support services in higher education. Her exit date will be the next June with a diploma.

Case #4: Arthur's IEP team may identify the following anticipated services: A2, B1, C1,C2, C3, C5, C6,C7.

Case #5: Tyrone's IEP team may identify the following anticipated services: A1.

Case #6: Diane's IEP team may develop her coordinated set of activities to include a sequence of science and related courses as well as some science based career exploration activities in the community. They may report her exit date as June, four years later with a diploma. They may identify the following anticipated services: B2,C1,C5,C6,C7.

Case #7: Anna's IEP team may develop her coordinated set of activities to include assistive technology and occupational therapy evaluations, a career interest test through the guidance counselor or at the Maryland Rehabilitation Center, and early linkages with the local DORS offices and the local community college (although she may attend another college). They may report her exit date as June, two years later with a diploma. They may identify the following anticipated services: A2, A3,B2,C1,C2,C5,C6,C7.

Case #8: Evan's IEP team may report his exit date as June, nearest his 21st birthday with a certificate at 21. They may identify the following anticipated services: A2, B1,C1,C3,D3,D4.

Case #9: Steve's IEP team may report his exit date as June, four years later with a diploma. They may identify the following anticipated services: B3,C1,C2,C3, C5,C7,E1,E4.

Interagency/Interdisciplinary Taskforce

This document was developed through the efforts of an interagency/interdisciplinary taskforce including (in alphabetical order by agency):

- Baltimore City Public Schools System
  Helena Davis
  Amy Dwyre
- Baltimore County Public Schools
  Shirley Gordon
  Judy Kanigel
- Cecil County Public Schools
  Tom Barkely
- Frederick County Public Schools
  Michelle L. Weddle
- Developmental Services Group
  Peggy Muth
- Loyola College
  Kathy Milam
- Maryland School for the Deaf
  K.C. Russell
- Maryland State Department of Education
  Division of Compensatory Education and Support Services
  David Holdefer
  Division of Planning, Results and Information Management
  Sally Slade
  Division of Rehabilitative Services
  Berenda Riedl
  Division of Special Education/Early Intervention Services
  Ned Featherston
  Mona Freedman
  Lucy Hession
  Amy Pleet (Taskforce Co-Chair)
- Maryland State Department of Health and Mental Hygiene
  Developmental Disabilities Administration
  Paul Althoff
  Leon Carlton
  Juliana C. Durairaj
  Sandy Marron
  Mental Hygiene Administration
  Tom Merrick
- Maryland Transition Initiative
  LaVerne Buchanan
  Meredith Gramlich
  Dennis M. Snyder (Taskforce Co-Chair)
  Alice Wells
- Montgomery County Public Schools
  Verna Marie Chiarello
- Parent's Place of Maryland
  Debbie Janis
  Bob Sterner
- Rehabilitation Opportunities
  Rhonda Workman
- St. Luke's House
  Kathy Bridgeman
- The ARC of Maryland
  Cristine Marchand
- The Benedictine School
  Julie Bowers
  David Quinn
- University of Maryland, College Park
  Peggy Hayeslip
  Debra Neubert

This document was developed and produced jointly by the Maryland Transition Initiative
(grant #H158A50005 funded by the U.S. Department of Education,
Office of Special Education and Rehabilitation Services) and the
Maryland State Department of Education in collaboration with the
State Interagency Plan for Transitioning Youth Taskforce
and advisement from an interdisciplinary workgroup.

August 1999

for more information contact the Office of Special Education in your local school system

Division of Special Education/Early Intervention Services
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
TEL: (410) 767-0242
FAX: (410) 333-8165

Maryland Transition Initiative
Division of Rehabilitative Services
Maryland State Department of Education
2301 Argonne Drive
Baltimore, MD 21218-1696
TEL (410) 554-9417
FAX: (410) 554-9412
TTY: (410) 554-9411
Toll Free: (888) 554-0334

Maryland State Department of Education

Parris N. Glendening, Governor
Nancy S. Grasmick, State Superintendent of Schools
Carol Ann Baglin, Assistant State Superintendent,
Division of Special Education/Early Intervention Services
Robert Burns, Assistant State Superintendent, Division of Rehabilitation Services
Second Edition • Revised 8/18/99